

**Missouri Assessment Program
Spring 2002**

Communication Arts

**Released Items
Scoring Guide**

Grade 7

Session: 1
Item No.: 9
Page No.: 9
Content Standard(s): 2, 5
Process Standard(s): 1.6

Item 9:

Read this section of the poem again:

**"But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,"**

Explain what the mother means in the above lines.

Scoring guide:

2 points - The response includes at least TWO versions of examples.

1 point - The response includes at least ONE version of an example.

0 points - other

Example of a top-score-point response:

I've always kept on going. I've reached goals, and then I've gone in new directions or taken on new challenges.

Examples of acceptable responses:

- kept on going
- reached goals
- gone in new directions
- taken in new challenges
- never give up
- never stopped
- sometimes life stands still
- other acceptable text-based responses

Session:	1
Item No.:	10
Page No.:	9
Content Standard(s):	2, 5
Process Standard(s):	3.5

Item 10:

The mother uses her own experience as a way to persuade the son not to give up. Is this an effective way to make her point? Use details and/or examples from the poem to support your answer.

Scoring guide:

- 2 points - The response includes a reasonable explanation of the efficacy of the mother's persuasive technique and uses details and/or examples from the poem as support.
- 1 point - The response includes a reasonable text-based explanation, but is overly general or simplistic.
- 0 points - other

Examples of top-score-point responses:

- Yes. It is a good way to persuade someone. When she says, "life for me ain't been no crystal stair," the son is more likely to listen to her than if she just told him what to do. She's saying that she has not given up, so neither should the son.
- No. Children sometimes don't think the experiences of parents can teach them anything. When she says, "life for me ain't been no crystal stair," the son might think he's somehow different and that her advice would not apply to him.

Session:	1
Item No.:	11
Page No.:	10
Content Standard(s):	Part A: 2, 5; Part B: 4
Process Standard(s):	Part A: 1.6; Part B: 2.1

Item 11:

Write a diary entry from the point of view of the mother which summarizes the advice she gives to her son in the poem.

Part A (content standard 2,5; process standard 1.6)**Scoring guide:**

- 2 points - The response includes a complete and accurate summary from the mother's point of view that emphasizes the mother's encouragement of her son to persevere despite hardships.
- 1 point - The response includes an accurate summary which may or may not be written from the mother's point of view, but is overly general or simplistic
OR
The response includes a complete and accurate summary which is not written from the mother's point of view.
- 0 points - other

Part B (content standard 4; process standard 2.1)**Scoring guide:**

- 1 point - The response includes at least one element showing evidence of appropriately addressing the audience such as:
- Dear Diary heading
 - time/date
 - indentation
 - written in first person
 - salutation
- 0 points - other

Example of a top-score-point response:

Dear Diary,

I had a talk with my son today. I tried telling him about the way things are, the way I've had to keep going even though my life hasn't been easy. I told him sometimes it's so hard you don't even know where you're going, but you have to keep on living and pushing ahead. I told him it's only harder if you give up, and I haven't even given up yet.

Writing Prompt Session 2

4 Points

The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.
- Clearly addresses the topic and provides specific and relevant details/examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- Has a beginning, middle, and end.
- Uses paragraphing.
- Contains a controlling idea.
- Generally progresses in a logical order.
- May use cohesive devices.
- Addresses the topic and uses relevant details/examples.
- Uses language that is usually precise.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

2 Points

The paper:

- Has evidence of a beginning, middle, and end.
- Shows evidence of paragraphing.
- Contains some sense of direction, but may lack focus.
- May not progress in a logical order.
- At times seems awkward and lacks cohesion.
- Addresses the topic, but may contain some details that are not relevant.
- May use imprecise language.
- Contains sentences that are generally clear, but lack variety in structure.
- May use writing techniques.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

1 Point

The paper:

- May lack evidence of a beginning, middle, and/or end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Is awkward and lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that are unclear and lack variety in structure.
- Does not use writing techniques.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.